

FIFTH ANNUAL CATALOGUE

OF THE

ALABAMA

Girls' Industrial School

FOR WHITE GIRLS.



MONTEVALLO, ALABAMA.

1900-1901.



MONTGOMERY, ALABAMA

THE BROWN PRINTING COMPANY, PRINTERS AND BINDERS

1901

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MISS ELIZABETH MAUDE HALEY.

LATIN.

MISS MARY VERNON NIX.

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MISS SOPHIA FITTS,

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*MISS LOUISE ALSTON.

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MISS MARGARET AUSTILL.

MUSIC.

MISS FRANCES EDNA BUSH, Directress.

PIANO.

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MISS LAURA DALE,

MISS KATE G. SAMPEY,

MISS PEARLEE WILSON,

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MISS KATE G. SAMPEY.

*Resigned

TELEGRAPHY.

MRS. FLORENCE Y. HUDSON.

BOOK KEEPING AND PENMANSHIP.

JAMES ALEXANDER MOORE.

STENOGRAPHY AND TYPEWRITING.

MISS MAMIE B. OVERTON.

DRESSMAKING.

MISS LIZZIE BURKE.

ASSISTANTS.

MISS LEO SANDERS,

MISS BARNIE MAY WADE.

MISS MARY FRANCES BIBB.

COOKING.

MISS NELLIE EVANS.

ELOCUTION.

MISS E. ESTELLE BARNES.

ART.

MISS M. S. PINKSTON.

MILLINERY.

MISS EMILY FRANCES STOUGH.

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JAMES ALEXANDER MOORE.

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MISS MAIMEE McMURRAY BLUE.

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D. L. WILKINSON, M. D.

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MISS LAURA McALPINE.

STEWARD OF DORMITORY.

T. M. McPHAIL.

MANAGER OF FARM.

J. D. FARRINGTON.

Roll of Pupils.

SESSION 1900-1901.

| | |
|--------------------------------|------------|
| ACKER, EMMA ALICE | Talladega |
| ALEXANDER, REE LOUCILE | Marengo |
| ALLEN, LUELLE LAMAR | Chambers |
| ALLEN, MAGGIE STEELE | Shelby |
| ALLEN, NATALIE COLE | Chambers |
| ALLISON, MAUDE | Calhoun |
| AMOS, ALICE..... | Conecuh |
| ARNOLD, GERTRUDE OPHELIA | Shelby |
| ARNOLD, MAMIE ADELA | Bibb |
| AUSTILL, JENNIE FEE | Mobile |
| AVERY, ANNA ELIZABETH..... | Wilcox |
| | |
| BARNES, MARY AUGUSTA | Marengo |
| BARRY, MAGGIE..... | Bibb |
| BATSON, MAUDE J..... | Jefferson |
| BATSON, MINNIE JANE..... | Jefferson |
| BELSER, LYDIA WELLBORN | Colbert |
| BEST, MAY | Shelby |
| BERRY, LILLIAN VIRGIE | Fayette |
| BLACKMON, IDA BIRDSONG | Montgomery |
| BLANN, ELIZABETH HILL | Dallas |
| BLUE, MAIMEE McMURRAY..... | Bullock |
| BOGGS, MARY THOMAS | Calhoun |
| BOLLING, MARY ELIZABETH | Perry |
| BOZEMAN, ALMEDA EVRETTE | Autauga |
| BRAND, ALLIE..... | Bibb |
| BRIDGES, ANNIE JANNEY | Jefferson |
| BRIGMAN, KATE..... | Jefferson |
| BROWN, ELLA VIRGINIA | Pike |
| BROWN, FLORENCE GERTRUDE | Bibb |

| | |
|--------------------------------|------------|
| BROWN, JESSIE MAE | Pike |
| BURNETT, WILLIE S. | Choctaw |
| CALLOWAY, INDA..... | Montgomery |
| CALLOWAY, PATIENCE | Montgomery |
| CAMP, ALYCE | Etowah |
| CAMPBELL, ROSA ETTA | Jackson |
| CAMPBELL, URSULA PARLEE | Jackson |
| CARR, ROSA LEE..... | Macon |
| CARTER, GRACIE ERNESTINE | Marshall |
| CHASE, BERTHA ISABEL | Shelby |
| CHASE, ELIA LOUISE | Shelby |
| CLISBY, KATHLEEN EMILY | Jefferson |
| COALE, NAOMI | Clarke |
| COATS, ALTONA REA..... | Marengo |
| COATS, KATE EDWARDS..... | Marengo |
| COATS, SALLIE THOMAS..... | Marengo |
| COCKRELL, SARAH HATTIE | Greene |
| COHEN, FLORENCE LILLIAN..... | Colbert |
| COLLINS, GERTRUDE GREY | Jackson |
| COLVIN, CLARA BELLE | Greene |
| CONANT, ANNIE LEE..... | Coffee |
| COOPER, HAZEL SCOTT | Marengo |
| COOPER, INA IMOGENE | Marshall |
| COOPER, WILLIE BERTHA | Marengo |
| CROSS, ANNA A | Shelby |
| CROSS, ETHEL MAE | Shelby |
| CROWE, MARY BARKER | Jefferson |
| CULVER, EMMA LOU | Lee |
| CULVER, JOHNNY MAE..... | Lee |
| CUMBAA, EUGENIA | Mobile |
| DALE, ELLA | Wilcox |
| DALE, HATTIE BELLE | Wilcox |
| DALE, JENNIE | Wilcox |
| DANTZLER, ROSA GUNTER | Autauga |
| DAVIDSON, ANNIE BLAIRE | Jefferson |

| | |
|------------------------------------|------------|
| DAVIDSON, ANNIE J..... | Shelby |
| DAVIDSON, LIZZIE ARTHUR | Jefferson |
| DAVIES, HATTIE A..... | Hale |
| DAVIS, ALTHEA..... | Shelby |
| DAVIS, MARY ETHEL | Montgomery |
| DAVIS, NANNIE GRAY | Monroe |
| DAVISON, ANNIE MARIE | Escambia |
| DENNARD, LOUISE MINTER | Dallas |
| DENNARD, MARY WESTON | Dallas |
| DILLARD, DEWITT CLINTON | Mobile |
| DISMUKES, LULA V..... | Pike |
| DOUGLASS, ROSA L..... | Lauderdale |
| DOWNS, ISABELLE | Colbert |
| DOZIER, GLENNIE GEORGIA | Elmore |
| DREWRY, AVONIA | Barbour |
| DUDLEY, MAE KIRK | Lowndes |
| ELLSBERRY, NANNIE ARRINGTON | Shelby |
| EZELLE, INEZ | Clarke |
| FANCHER, LUCILLE E..... | Shelby |
| FARRIER, EMMA REDUS..... | Jackson |
| FARRINGTON, ETHEL CELESTIAL | Shelby |
| FARRINGTON, FLORENCE AGNES | Shelby |
| FINDLAY, ADDIE LOVETT | Hale |
| FORBES, SUE BARR | Calhoun |
| FORD, MAUDE | Marion |
| FOUNTAIN, MARY LANIER | Conecuh |
| FULFORD, MYRTIS LYRETTA..... | Dallas |
| GAFFORD, BESS C..... | Jefferson |
| GALATAS, CAPITOLA MARGUERITE | Montgomery |
| GALLOWAY, CLAUDIA OPHELIA | Shelby |
| GARNER, ELLA | Shelby |
| GARNER, ETHEL MAY | Shelby |
| GARNER, LILLIE MAY | Shelby |
| GARNER, LUCY | Shelby |
| GARRETT, SALLIE LEE | Coffee |

| | |
|--------------------------|------------|
| GARRETT, SHELBY CARSON | Hale |
| GARRETSON, IDA BERRY | Jefferson |
| GAUSE, MAY EMMA | Mobile |
| GAY, ALWILDA KENNETH | Dallas |
| GENTRY, LETA COLUMBUS | Shelby |
| GENTRY, MINNIE ETHEL | Shelby |
| GHOLSTON, MAGGIE MAY | Bullock |
| GILDER, SALLIE HUDSON | Montgomery |
| GILES, BESSIE C. | Bullock |
| GLASGOW, MARY IDA | Jefferson |
| GHOLSON, ERNESTINE | Autauga |
| GOLSON, JOSIE ISOPHENE | Coffee |
| GRANT, MOLLIE E. | Henry |
| GRAVES, JANIE PARNELL | Perry |
| GREENTREE, MYRTLE HILDA | Montgomery |
| GUICE, ANNIE MAE | Montgomery |
| GWYNN, MINNIE | Clarke |
| | |
| HALE, ROSA BLANCHE | Sumter |
| HAM, CARRIE | Shelby |
| HARPER, LUCIE LEE | Shelby |
| HARRIS, LEILA ALICE | Mobile |
| HARRIS, MAY REE | Lee |
| HARRISON, NANNIE | Marengo |
| HART, URSIE LEE | Conecuh |
| HARTIGAN, MARGARET MARIE | Jefferson |
| HARWELL, BESSIE | Lee |
| HAWKINS, FANNIE LOUISE | Greene |
| HAWKINS, GERTRUDE VERA | Jefferson |
| HAWTHORNE, ADA SUE | Wilcox |
| HAYS, EDITH | Shelby |
| HAZARD, ANNIE MYRA | Talladega |
| HEACOCK, MINNIE L. | Talladega |
| HECKER, EMMIE LAURA | Marengo |
| HENLEY, TETTIE JANE | Bibb |
| HERBERT, LIZZIE | Bibb |
| HOLLEY, MAE BELLE | Greene |

| | |
|---|------------|
| HOOKS, CLAIRE | Bullock |
| HUDDLESTON, LOTTIE B. | Elmore |
| HUDSON, ANNIELU | Calhoun |
| INGRAM, LILLIE | Lee |
| INGRAM, MAE BELLE | Lee |
| JOHNS, ANNIE WALES | Jefferson |
| JOHNSTONE, AURIE ROZELLE | Shelby |
| JONES, ANNIE LAURIE | Lee |
| JONES, AUGUSTA LUCILE | Barbour |
| JONES, DAISY LOUISE | Clarke |
| JONES, MABLE R. | Wilcox |
| JONES, PEARLE | Lee |
| JONES, VIRGINIA MERCER | Marengo |
| JUSTICE, EDITH LAURA | Jefferson |
| KEEL, MABLE | Crenshaw |
| KING, OPHELIA POSIE | Shelby |
| KIRBY, ORA MAE | Lawrence |
| KIRCHLER, ANNIE TERESA | Shelby |
| KNOX, LOVIE IRENE | Elmore |
| LA COSTE, GRACE | Clarke |
| LANGLEY, GEORGIA ESTHER COUSSELLE | Calhoun |
| LANGLEY, LAURA LEE | Calhoun |
| LATHAM, LIDA ESTELLE | Shelby |
| LAWRENCE, MYRTLE | Shelby |
| LAWSON, EDNA | Jefferson |
| LEDBETTER, LULA | Talladega |
| LEDYARD, LUCY GILMER | Montgomery |
| LILE, MANNIE ELIZABETH | Colbert |
| LONG, LONA | Barbour |
| LYNCH, MARTHA ROSETTE | Mobile |
| MAHAN, EFFIE | Bibb |
| MAHAN, JESSANA CHRISTABEL | Bibb |
| MAHAN, MARGARET ELENOR | Bibb |
| MAHAN, MARTHA | Bibb |

| | |
|--------------------------|------------|
| MALONE, NELLIE | Colbert |
| MARSHALL, ANNIE MCCORVEY | Shelby |
| MARSHALL, IDA | Shelby |
| MARSHALL, IRENE WILLIAMS | Shelby |
| MARSHALL, MARY | Shelby |
| MARTIN, FANNY SUE | Bullock |
| MARTIN, MAGGIE E | Bullock |
| MATHEWS, FANNIE HARRIS | Chambers |
| MATTHEWS, MAMIE | Jefferson |
| MAY, ALICE BOSTWICK | Dallas |
| MAYBERRY, ELLA OLIVIA | Bibb |
| MERONEY, LULAN MAY | Jefferson |
| MILLS, JESSIE BELLE | Bibb |
| MOHL, FRANCES CLARA | Montgomery |
| MORRE, FLORENCE | Dallas |
| MOORE, LINDA | Shelby |
| MOORE, RUBY | Dallas |
| MOORE, MARY R. | Dallas |
| MURPHREE, ELSIE | Etowah |
| MYERS, MONA | Etowah |
| | |
| MCCANTS, ELIZABETH | Monroe |
| MCCARLEY, SALLIE MAY | Colbert |
| MCCARY, ELIZABETH MARTHA | Shelby |
| MCCLELLAND, GLADYS | Monroe |
| MCDONALD, JULIA BELLE | Coosa |
| MCDONOUGH, FANNIE | Shelby |
| MCGAUGHY, ANNIE CALLIE | Shelby |
| MCGAUGHY, MARY ETHEL | Shelby |
| MCKIBBON, WILLIE WARNOCK | Calhoun |
| MCLANEY, ANNIE LEE | Geneva |
| MCLENNAN, LELIA BELLE | Barbour |
| MCLEAN, ANNIE | Montgomery |
| MCLEAN, LAURA | Montgomery |
| MCLEAN, LIZZIE | Montgomery |
| MCLEAN, SUSIE INGE | Sumter |
| MCLEOD, LOLA | Clarke |

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|----------------------------------|------------|
| MCLEOD, NELLIE AINSLEY | Clarke |
| MCWILLIAMS, NONIE | Autauga |
| NELMS, IDA EUNICE | Jefferson |
| ODEN, FANNIE ELIZABETH | Jefferson |
| OZLEY, NELLIE | Shelby |
| PALMER, JENNIE LOU | Walker |
| PARR, NETTIE MARTIN | Hale |
| PAYNE, ADA LAVALLÉ | Shelby |
| PETERS, FANNIE | Shelby |
| PETERS, MARY | Shelby |
| PETERSON, LENA PARHAM | Shelby |
| PETERSON, NELLIE WINSTON | Shelby |
| PIERCE, ADA LOUISE | Lee |
| PINKSTON, MAMIE ROSS | Macon |
| PITTMAN, VIRGINIA HEARD | Bullock |
| POOLE, KATE MAE | Sumter |
| POPE, MARY HOWELL | Montgomery |
| POWERS, VIRGINIA BARNER | Dallas |
| PRIDMORE, ELLA MAE BERTHA | Pickens |
| PRIMM, EDNA INEZ | Wilcox |
| PROUTY, EDITH, KING | Etowah |
| RANDALL, JOHNNIE LEANO | Shelby |
| RANDALL, MILLIE BELLE | Shelby |
| RANDALL, NANNIE E. | Shelby |
| RANDLETTE, FANNIE LOUISE | Montgomery |
| RANDOLPH, JULIA JONES | Hale |
| RANDOLPH, KATHERINE ERWIN | Hale |
| RATCHFORD, AUDREY LILLIAN | Chambers |
| RATCHFORD, KATIE | Chambers |
| RATCHFORD, WILLIE JOE | Chambers |
| REID, BERTHA AMANDA | Franklin |
| RENFRO, MARY ELNA | Lee |
| RENCHE, MARY OLIVE | Perry |
| RENCHE, VIRGINIA ELIZABETH | Perry |
| REYNOLDS, LENA CORINNE | Autauga |

| | |
|------------------------------------|------------|
| REYNOLDS, LUCIA LOUISE | Shelby |
| RHODES, EXRIE LOUISE | Shelby |
| RHODES, LELIA VELMA | Shelby |
| RHODES, WILLIE ALDRICH | Shelby |
| RICE, LOMIS V..... | Autauga |
| ROBINSON, JULIA LEE | Shelby |
| ROBINSON, MABLE ALICE | Tal'apoosa |
| RODDY, ICIE JEWEL | Jefferson |
| RODGERS, MAMIE | Wilcox |
| RODGERS, SARAH ELLA | Wilcox |
| ROGERS, LIDA J..... | Sumter |
| ROLFE, HELEN TURNER | Mobile |
| ROSS, MARY ELLA | Perry |
| ROUTON, SALLIE ELIZABETH | Crenshaw |
| RUFFIN, LEOLA C. | Shelby |
| RUFTY, VIOLA | Shelby |
| | |
| SADLER, HATTIE MAI | Colbert |
| SANDERS, JOSEPHINE ELIZABETH | Conecuh |
| SARGENT, BESSIE BRIGHAM | Franklin |
| SARGENT, REBECCA BAYLESS | Franklin |
| SHEFFIELD, BERNICE ALTHEA | Wilcox |
| SHIVERS, NANNIE OGLE | Shelby |
| SHOBE, BESSIE ETHEL | Washington |
| SHREVE, ANNA | Crenshaw |
| SIEBOLD, EYA | Marshall |
| SIMMONS, MAMIE PINKSTON | Macon |
| SIMPSON, MYRTLE CAPITOLA | Cleburne |
| SINGLETON, MARY BELLE | Conecuh |
| SLEDGE, MARGARET | Hale |
| SMITH, ANNIE MILDRED | Autauga |
| SMITH, EM..... | Bibb |
| SMITH, ETHELYN | Autauga |
| SMITH, LILLIE FAIR | Montgomery |
| SOUTH, EULA ELIZABETH | Shelby |
| STABLER, ELEANOR | Monroe |
| STANLEY, ELLEN HOPPER | Chilton |

| | |
|-----------------------------------|------------|
| STALLWORTH, SALLIE MARSHALL | Monroe |
| STEELE, IDA | Shelby |
| STEWART, ANNIE | Barbour |
| STINSON, SARAH BROOKS | Pickens |
| STOUGH, DORRIS DOWLING..... | Montgomery |
| STRICKLAND, CLEOPATRA | Montgomery |
| STRIDER, FANNIE LOU | Autauga |
| STRONG, MAMIE RUBY | Escambia |
| STUBBS, VIRGINIA MATHEW | Jefferson |
| TALLMAN, FLORENCE J..... | Russell |
| TAYLOR, VERA | Marengo |
| THIGPEN, BEATRICE | Hale |
| THOMAS, GEORGIA | Shelby |
| THOMAS, MARY EVA | Chambers |
| THORNTON, ANNIE ROWENA | Shelby |
| THORNTON, BESSIE E..... | Talladega |
| THORNTON, LILLA M. | Chilton |
| THROWER, KATIE S. J..... | Crenshaw |
| TICE, ADRA LALLEE | Talladega |
| TREAT, MARION AUSTIN | Shelby |
| TRICE, OLLIE | Choctaw |
| TROY, ELSIE | Madison |
| TUTHILL, EVELENE DUVAL | Monroe |
| UNDERWOOD, AGNES TERREATHER | Montgomery |
| UPSHAW, GRACE | Shelby |
| WADSWORTH, MARY | Autauga |
| WALTON, BESSIE LOUISE | Jefferson |
| WARNOCK, SABURNA..... | Jefferson |
| WATSON, ANNA PEARL..... | Conecuh |
| WATSON, EMMA PAULINE..... | Calhoun |
| WATSON, MARGIE ELIZABETH | Calhoun |
| WEAVER, JOSEPHINE | Shelby |
| WEAVER, KATIE | Shelby |
| WELLS, LEILA | Shelby |
| WELLS, SALLIE BELLE | Shelby |
| WHETSTONE, VIRGINIA LEE | Calhoun |

| | | |
|-------------------------|-------|------------|
| WIGGINS, ALICE MAUD | ..... | Hale |
| WILKINSON, DORA ADELE | ..... | Autauga |
| WILKINSON, GENIE | ..... | Autauga |
| WILLIAMS, CHARLEY MAE | ..... | Montgomery |
| WILSON, LOULAH ALMA | ..... | Pickens |
| WILSON, WILLIE VICTORIA | ..... | Macon |
| YOUNGBLOOD, BERTA MAE | ..... | Henry |
| Boarders | ..... | 260 |
| Local | ..... | 61 |
| Total | ..... | 321 |

Graduates in Different Departments.

GRADUATES FOR 1896-97.

ART.

ADELLE BARNETT

RACHEL BELGART

MINNIE LOU KNOX.

DRESSMAKING.

LEO SANDERS

STENOGRAPHY AND TYPEWRITING.

ANNA ADAMS

ETHEL McMATH

EDNA BOOKER

TALLULAH NEIL

FANNIE BURKE

MAE SWAIN

CLARA LANGLEY

EDITH THOMAS

SADIE LENOIR

IMOGENE VANDERGIFT

ROSABELLE WISE

GRADUATES FOR 1897-98.

ART.

MITTID GRAY

EUNICE LATHAM

IDA HORN

JESSIE LUCKIE

MINNIE LOU KNOX

KATE ROBINSON

DRESSMAKING.

BESSIE ALLEN

KATIE KROELL

HETTIE BARNETT

RHODA LATHAM

LIZZIE BURKE

LUCY LEEPER

KATIE CAMPBELL

LENA NICHOLS

MAMIE GUY

LILLIAN SEALE

STENOGRAPHY AND TYPEWRITING.

BERTIE ALLEN

IRENE LANGLEY

HATTIE ARMENTROUT

MAY LENOIR

VIRGIE BOZEMAN

BESSIE McCARY

Girls' Industrial School

| | |
|----------------------|----------------|
| ANNIE ECHOLS | MARIE PIERCE |
| LULA FOWLER | CAROLYN SADLER |
| EFFIE GARLINGTON | PEARL SMILEY |
| MARY OLIVE HENDERSON | ANNIE WATKINS |
| CARRIE WATKINS | |

TELEGRAPHY.

| | |
|-----------------|-----------------|
| EVERETT BOZEMAN | MABEL MOORE |
| VALLYE CHITTYE | MAY SUMMERSGILL |
| VIVIENNE WALTON | |

1898-99

ACADEMIC

ANASTASIA PITTMAN

NORMAL.

| | |
|--------------|------------------|
| BERTIE ALLEN | MARGARET MCARDLE |
|--------------|------------------|

ART.

| | |
|------------------------|------------------------|
| DAISY EMMA COLEMAN | EUNICE IWANIA LATHAM |
| EDDIE CALLA COTHRAN | LOUISE OCTAVIA McLABEN |
| SABAH CATHERINE GRAHAM | MATTIE McQUEEN |
| MARGART HAMILTON | LULAN MAY MERONEY |
| IDA BELLE HORN | SUSAN LOUISE STUBBS |
| BESSIE LOUISE WALTON | |

DRESSMAKING.

| | |
|-----------------------|--------------------------|
| LOUISE ALLEN | IDA BELLE HORN |
| SALLIE DANIEL ALLEN | MINNIE LOU KNOX |
| WILLIE ALLEN | EUNICE IWANIA LATHAM |
| BETTIE BEDDOW | EDITH MAY LATHROP |
| LILLIAN BELLE BROCK | CARRIE LANGFORD McCALLEY |
| FLORENCE BROWN | LOIS McCAULEY |
| MARY VIRGINIA BURNETT | GERTRUDE NICHOLSON |
| BIRDIE JULIA BURNS | IDA REYNOLDS |
| DORA FONDE | LOLA ETHEL SUDDUTH |
| UNA BELLE GILBERT | ISABELLE TERRELL |
| MITTIE GREY | LILLIE EVANS THOMAS |
| JESSIE EWING HAMILTON | LENA THELMA YOUNG |

MILLINERY.

VIOLA REYNOLDS.

MUSIC.

MAE ROARK.

SCIENTIFIC COOKING.

| | |
|---------------------|---------------------|
| BERTIE ALLEN | LOIS McCAULEY |
| DAISY CANTERBERRY | MAMIE MORRIS |
| LILLIE DUNLAP | RUBY REYNOLDS |
| FLORENCE FARRINGTON | NELLIE WALLWORK |
| DORA FONDE | NONA WELLS |
| ELLA GARNER | ANNIE BETTIE WHITBY |

STENOGRAPHY AND TYPEWRITING.

| | |
|------------------------|----------------------|
| MARY VIRGINIA AUSTIN | MAMIE LOVE PATTERSON |
| DIXIE REE BETHUNE | VIRGINIA POWELL |
| MARY BURTON | PEARL TAYLOE |
| LINDA DE YAMPERT | MAGGIE THOMAS |
| SARAH CATHERINE GRAHAM | LUCY E. ULMER |
| MARIE E. JONES | VIVIENNE B. WALTON |
| MAMIE MORRIS | MABLE WOOD |
| MARY REE OGLETREE | MATTIE WOOD |

TELEGRAPHY.

| | |
|---------------------------|-----------------|
| ELIZABETH EVELYN BRINDLEY | MARY EVA THOMAS |
| WILLIE CREAGH COATS | NELLIE WALLWORK |

GRADUATES FOR 1899-1900.

ACADEMIC.

| | |
|-------------------|------------------|
| LULA FOWLER | LUCY LEDYARD |
| UNA BELLE GILBERT | LYDIA STALLWORTH |
| LUCILE WILKINSON | |

NORMAL.

ELIZABETH CONEY,

Girls' Industrial School

DRESSMAKING.

DANNIE JONES
MATTIE HUFF

MINNIE LILlich
KATE WALDROP

ELOCUTION.

MATTYE MAYE BARKER
LENA CULPEPPER
ALMA FEAGIN
UNA BELLE GILBERT

RESA GIVHAN
JUDSON KILPATRICK
NANNIE SHIVERS
LUCILE WILKINSON

SCIENTIFIC COOKING.

MINNIE BUNKLEY
ALYCE CAMP
ANTOINETTE CHARLES
KATE COATS
GERTRUDE DOUGLASS
ROSA DOUGLASS
UNA BELLE GILBERT
LENA HERMANN
JUDSON KILPATRICK
ANNIE KIRCHLER

ALMA LEEK
MINNIE LILlich
FANNIE MATTHEWS
ANNA METCALF
LAURA MCLEAN
LIZZIE MCLEAN
MATTIE MCQUEEN
MARY STEWART
JANIE WALLACE
MARY WADSWORTH

STENOGRAPHY AND TYPEWRITING.

ALYCE CAMP
MINNIE FINCHER
MINNIE LILlich
EULA MALLORY
MINNIE MYER
MARY MCALPINE

CORRIE MCKAY
PAULINE OLIVER
KATIE MAY POOLE
EMMIE RICHARDSON
MARCIA SUMMERS
FLORENCE TROY

ANNIE LOU WILLIAMS.

TELEGRAPHY.

MATTIE BOLLING
MAMIE DAVIDSON.

MINNIE GENTRY
ANNIE LITTLE

1900-1901.

ACADEMIC.

MAIMEE McMURRAY BLUE
NAOMI COALE

JULIA BELLE McDONALD
KATE MAE POOLE

NORMAL.

LUCY GILMER LEDYARD

ART.

LENA PARHAM PETERSON
MAMIE ROSS PINKSTON

ANNIE STEWART
JOSEPHINE WEAVER

BOOK-KEEPING.

HAZEL SCOTT COOPER

DRESSMAKING.

GERTRUDE GREY COLLINS
GLENNE GEORGIA DOZIER
FLORENCE AGNES FARRINGTON
MINNIE ETHEL GENTRY

IRENE LOVIE KNOX
GEORGIA ESTHER LANGLEY
MARGARET ELIZABETH WATSON
DORA ADELE WILKINSON

EVOLUTION OF EXPRESSION.

NATALIE COLE ALLEN
ALICE AMOS
ALYCE CAMP

SARA HUDSON GILDER
MARY ELNA RENFRO
LOULAH ALMA WILSON

MILLINERY.

MARY THOMAS BOGGS
GERTRUDE GREY COLLINS
CLAUDIA OPHELIA GALLOWAY

MARGARET MARIE HARTIGAN
GEORGIA ESTHER LANGLEY
SARA LALLEE TICE

MUSIC.

MARY AUGUSTA BARNES

ELIZABETH HILL BLANN

SCIENTIFIC COOKING.

ALICE AMOS
MAUDE J. BATSON
MAIMEE McMURRAY BLUE
ELLA DALE
ETHEL C. FARRINGTON
CAPITOLA MARGUERITE GALATAS
MINNIE ETHEL GENTRY
SARA HUDSON GILDER

FANNY LOUISE HAWKINS
AURIE ROZELLE JOHNSTON
IRENE WILLIAMS MARSHALL
MAGGIE ESTELLE MARTIN
ELLA MAE PRIDMORE
AGNES LACEY REYNOLDS
ANNA PEARLE WATSON
MARGARET ELIZABETH WATSON

STENOGRAPHY AND TYPEWRITING.

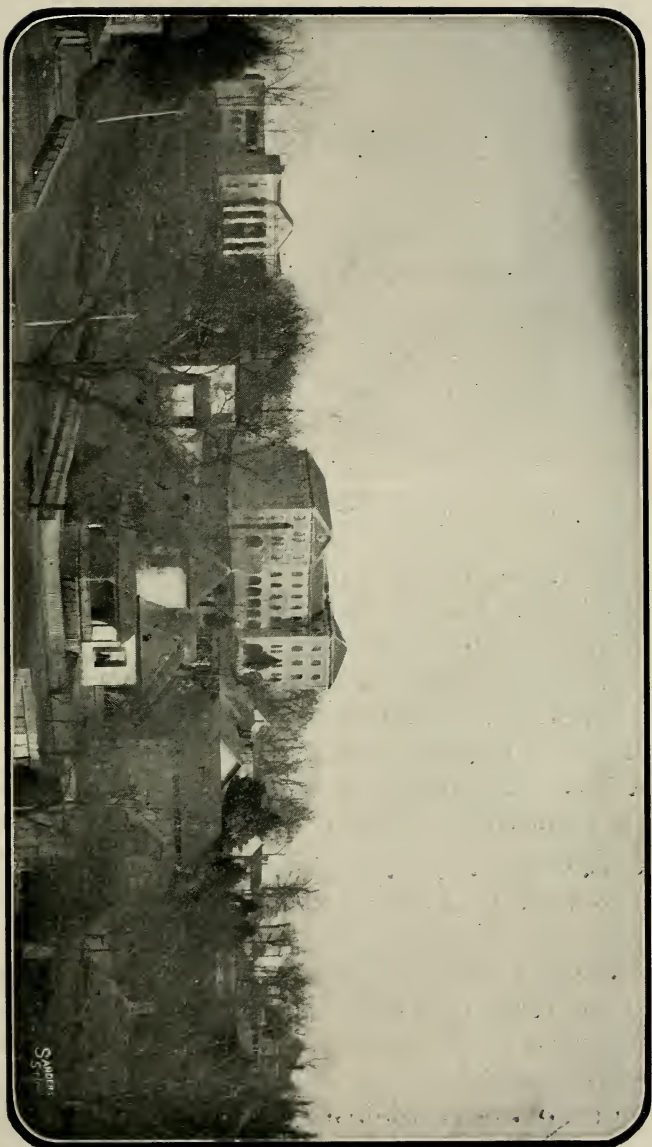
| | |
|-----------------------------|-------------------------|
| SARAH HATTIE COCKRELL | LAURA LEE LANGLEY |
| FLORENCE LILLIAN COHEN | MAMIE MATTHEWS |
| CAPITOLA MARGUERITE GALATAS | WILLIE WARNOCK McKIBBON |
| SHELBY CARSON GARRETT | ANNIE McLEAN |
| BESSIE GILES | EVELINA DUVAL TUTHILL |
| JANIE PARNELL GRAVES | LOULAH ALMA WILSON |

TELEGRAPHY.

| | |
|------------------------|-------------------------|
| FANNYE LOUISE HAWKINS | FRANCES WILHELMINA MOHL |
| WILLIE VICTORIA WILSON | |

MEDALS.

Jesse French Piano and Organ Co., medal awarded to Miss Elizabeth Blann.



BUILDINGS AND CAMPS.

Courses of Study.

We offer three courses, viz: Business Course, Academic Course and Normal Course.

BUSINESS COURSE.—The work in this course covers three years. It is planned for those who wish to prepare for industrial pursuits. Students who are able to enter the regular Sophomore class can complete the course in two years.

ACADEMIC COURSE.—The Academic Course embraces four sessions as outlined under the different departments. A pupil can complete this course in the time allotted, and, besides, as many as two industries, or with Domestic Science, three. Irregular pupils are required to take at least two literary studies, and are then allowed as many industries as they have time and ability to master. Graduates of other institutions, of equal rank, may omit the literary studies, and devote themselves exclusively to Industrial schools.

NORMAL COURSE.—A special Normal Course has been prepared for those who wish to qualify themselves to teach.

Whichever course is chosen, the pupil must study at least one industry besides Domestic Science. A pupil gets only one lesson per week in cooking, unless she takes a double course.

No pupil will be allowed to drop a subject or change a course without the consent of the President.

ENGLISH.

MISS KENNEDY.

MISS FITTS.

MISS HARWELL.

The course of study in English includes the grammar and the history of the English language, rhetoric and composition, American and English literature.

The requirements for admission to the academic work are, (1) that the applicant shall have completed the work in some elementary text-book on English grammar; (2) that she shall spell correctly; (3) that she shall read intelligibly; (4) that she shall write neatly and legibly.

FRESHMAN YEAR.—Review of elementary grammar; parts of speech, inflection, sentence forms, elements of the sentence, first principles of analysis, and of punctuation. Written work from dictation, and practice work in composition extend through this year.

Text Book.—Tarbell's Lessons in Grammar, Book II.

SOPHOMORE YEAR.—Completion of grammar; history of the language, word study, diction, sentence structure. Practice work in composition accompanies all the study of this year. *Antecedent of Book II.*

Text Book.—"Whitney and Lockwood's Grammar," and "Lockwood's Lessons in English."

Work in Literature.—"Introduction to American Literature," (Brander Matthews) and study of Southern writers (Louise Manly's "Southern Literature"); readings, "Last of the Mohicans," "Vision of Sir Launfal," "Sir Roger de Coverly Papers," "The Princess," "Merchant of Venice."

JUNIOR YEAR.—Review of etymology, syntax and analysis; completion of text-book on rhetoric and composition. Before entering this class the pupil should have complete practical knowledge of punctuation and paragraphing, and be able to write clearly and correctly from dictation any page of good English.

Text Book.—"Herrick and Daman's Composition and Rhetoric."

Work in Literature.—Halleck's "History of English Literature;" readings, "The House of Seven Gables," "The Autocrat of the Breakfast Table," Southey's "Life of Nelson," Carlyle's "Essay on Burns," "Shakespere's "Macbeth."

SENIOR YEAR.—Review of grammar and rhetoric, and study of prosody. The student is required to pass a final examination on English Grammar before receiving her diploma.

Work in Literature.—Interpretative, analytical and critical study of American and English authors; readings, "Paradise Lost," Books I. & II., Comus, and Lycidas; Burke's "Speech on Conciliation with America," "Vicar of Wakefield," "Silas Marner," "Winter's Tale," and "Hamlet."

HISTORY.

The course in History is necessarily an adjunct to the department of English. No education is complete without a knowledge of historical facts. Every girl should be carefully taught the history of her own country, America; the history of her mother country, England;

and the history of her native State, Alabama. If to this is added the outline history of the ages, the pupil has broad and strong foundation for intellectual building.

Applicants for entrance to our Freshman History Class are required to have completed some standard text-book on United States history, and to have passed a creditable examination on the same.

TEXT BOOKS.

FRESHMAN CLASS—Montgomery's "Leading Facts of English History."

SOPHOMORE CLASS—"Myer's General History," Part I.

JUNIOR CLASS—"Myer's General History," Part II.

SENIOR CLASS—Handall's U. S. History, Pickett's "History of Alabama," and Thorpe's "Civil Government."

MATHEMATICS.

MISS CALLEN.

MISS STALLWORTH.

FRESHMAN CLASS—Hurried review of decimal fractions, Arithmetic completed to percentage. Algebra through fractions.

SOPHOMORE CLASS—Arithmetic completed. Algebra to Quadratics.

JUNIOR CLASS—Algebra completed. Plane Goemetry begun and finished.

SENIOR CLASS—Solid Geometry finished first term; Trigonometry finished second term.

The text book for Arithmetic is Milne's Standard. Much time is spent in analytic work, a strong effort being made to teach the pupil to reason logically. Black-board and mental work are both so important that the time spent on each is equally divided. Supplementary problems are given weekly.

Wentworth's New School Algebra is taught in Freshman and Sophomore years. We consider Algebra of infinite importance because it is the basis of higher mathematics and because it develops the reasoning powers and teaches exactness.

Wentworth's Geometry is used. Over five hundred original propositions and problems are required of the pupil.

TRIGONOMETRY—Wentworth's. Six hours a week are spent with the Trigonometry class. Trigonometry, the poetry of Mathematics, is a broad and comprehensive study, embracing what has gone before—Arithmetic, Algebra and Geometry. Before taking up this study thorough examinations in these three are required.

Pupils before being graduated from this school are required to take a review of Arithmetic.

PEDAGOGY.

MISS HALEY.

The aim of this department is to acquire a general knowledge of the history of pedagogy, studying especially the lives and teachings of our own and former times; to study the science of teaching as enunciated in the

most approved text books, school journals, and educational reports, and as exemplified in the class rooms of our own and other schools; and, by every available means to cultivate in our embryo teachers a broad, accurate scholarship and well-defined and lofty ideal.

During the past session eighteen little children of the village have constituted a primary observation and practice school for the Senior Class in Pedagogy.

PRACTICE SCHOOL.—Emory Berkstresser, Florence Berkstresser, Marie Cary, Fannie Canterbury, Frank Canteberry, Edward Davis, Annie Johnston, May Jones, Georgia Kroell, Nina Lyman, Lucy McGaha, Louise Morgan, Hazel McConaughy, Gertrude Meroney, Floyd Ozley, Frank Peterson, Mary Peterson, Marion Shivers, Frank Thomas.

No diploma will be given in this department until it has been earned by the satisfactory completion of the entire literary course; and the candidate for graduation must have, besides, a first grade teacher's certificate, opportunity for securing which will, if necessary, be given during the session.

Pupils expecting to teach are urged to take the course in Pedagogy, and to bring with them as many reference works as possible.

SPECIAL NORMAL COURSE.

TEXT BOOKS.

FIRST YEAR—Page's Theory and Practice of Teaching.
Allen's Mind Studies.

SECOND YEAR—White's School Management. Roark's Method in Education.

THIRD YEAR—Psychology. Ethics. Methods.

FOURTH YEAR—Compayre's History of Pedagogy. Practice Teaching. Logic.

Throughout the Normal course, there is much collateral work in school journals, reports, the Alabama school laws, etc. Among the books of reference used are Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Baldwin's *Mental Development*, Hughes' *Mistakes in Teaching*. McMurry's *General Method*, Browning's *Educational Theories*, King's *School Interests and Duties*, Quick's *Educational Reformers*.

Only those pupils who have reached the Junior Class in the College course, or who are mature in years and thought, are allowed to take the Normal Course.

LATIN.

MISS NIX.

The Latin Course extends through four years. Because of the direct power which it gives in the acquisition of knowledge, and for the magnificent value in mental discipline and culture, it is obligatory upon all students of pedagogy.

The Roman method of pronunciation is taught. The first years are given to thorough drill in the forms of the language. The special aims throughout the course are to secure accuracy in the spoken and written forms, a nice discrimination as to order and idioms, and an intel-

ligent appreciation of the wonderful influence of Latin upon our own language and thought, and an aesthetic appreciation of Roman Literature. Writing in Latin and reading at sight are practiced throughout the course.

The regular text books are as follows:

FRESHMAN CLASS—Collar and Daniels' First Latin Book.

SOPHOMORE CLASS—Second Year Latin Book, Harkness; Allen and Greenough's Caesar; Moulton's Prose Composition.

JUNIOR CLASS—Virgil's Aeneid (Greenough and Kirtledge, and Harper and Miller); Greenough's Livy; Gueber's Myths of Greece and Rome.

SENIOR CLASS—Sallust; Horace; Gueber's Myths of Greece and Rome.

PHYSICS, GEOLOGY AND CHEMISTRY.

MRS. BABB.

The purpose of the department of the natural sciences is to introduce to the pupil nature in her simplest and most attractive form; to study her characteristics from the objects themselves, and, so far as possible, to make practical use of the knowledge thus obtained.

We have a preparatory course in Physics and Geology, lectures and recitations three hours weekly in each study.

In the chemical laboratory all students will be required to do practical work, each performing the experiments for herself.

Each student in chemistry deposits five dollars to cover expense for chemicals and breakage.

Lectures and recitations three hours, and work in laboratory two hours, weekly.

Text Books—Gage's Physical Science; LeConte's Compend; Williams's Chemistry.

ELOCUTION.

MISS BARNES.

"Expression necessary to Evolution"—

"From within out."

The aim in this department is, primarily, the development of personal power. The work is based on the fact that we *grow by expression*. The Emerson system is employed; a prescribed course is pursued in the volumes "Evolution and Expression." This furnishes graduated steps for the development of the expressive powers, according to natural laws of the mind, and always maintaining the individuality of the pupil.

Right results in expression come from right thinking, after the body and voice have been freed by special exercises. The teachings of our "Greatest Teacher," and the principles of Pestalozzi, Froebel and modern educators are continually applied. The *practical* uses of the work are emphasized. Class work is very valuable, all becoming mutually helpful, and an audience being necessary for the best results.

The following requirements must be met in order to receive a certificate:

1. An ability to read agreeably at sight.
2. The fulfilling reasonably well of the steps of the Evolution of Expression, and an understanding of the principles underlying these steps.
3. A cognizance of the normal side of the work.
4. Preparation of special readings, including passages from Shakespeare.

Four class lessons a week the first year, and five the second, are prescribed. Private lessons are given as often as practicable. A faithful worker, and one grounded in the fundamental branches, should be able to complete this course in two years.

A special course will be arranged, according to the needs of the applicants, for those who cannot give the time required for the certificate course.

If possible, reading classes will be conducted, supplementing the work of the literature department. These classes will meet twice a week, and there will be no fee attached.

BOOKKEEPING AND PENMANSHIP.

MR. MOORE.

The course in Bookkeeping extends through two years. The work is designed for students in the Junior and Senior classes.

The inherent value of book-keeping gives it a prominent place in Industrial training. No vocation in life is complete without some knowledge of accounts. The

increasing demand of the present age for business training has excited the attention of many of our leading educators, and, as a result, we find book-keeping has a place in the curriculum of our schools and colleges. The pupil is instructed in the simplest elements of the science, progressing gradually and systematically to the most complete combination, giving prominence to practical applications. All business papers, such as notes, drafts, checks, receipts, bills, statements, etc., are received and issued by the pupil, giving them a proper conception of real business transactions.

Text Book.—William and Rogers' Complete Book-keeping, and Ellis' Tablet System.

PENMANSHIP.

The instruction in Penmanship extends through the Freshman and Sophomore classes. The pupils are drilled in that movement which lays the foundation for neat, legible, and rapid business writing.

PHYSIOLOGY AND PHYSICAL CULTURE.

MISS AUSTILL.

Physiology is studied in the Freshman year.

TEXT BOOK—Overton's.

The course in Physical Training includes Free Movements, Introductory exercises, without apparatus, for stretching the muscles, suppling the joints and setting

up the figure, Calisthenics, Light Gymnastics, Military Drill, Gymnastic Games, Swedish Gymnastics, and Relaxing Exercises.

The regular work will be supplemented by practical talks on Personal Hygiene, Anatomy and the Physiology of Exercise.

Students in this department are required to have a gymnasium suit (blouse and divided skirt) of dark blue flannel, and tennis shoes.

STENOGRAPHY AND TYPEWRITING.

MISS OVERTON.

In this busy age, business and professional men with the largest correspondence have been able, through the use of this art, to delegate their work, in a very great measure, to others. Hence, shorthand writers have become indispensable factors everywhere, and the demand for them is constantly increasing.

Applicants for this school must have passed the Sophomore course in English and Mathematics.

A pupil making an average of ninety per cent. is recommended as qualified to take charge of an office.

TEXT BOOK.

Graham's Hank-Book of Standard Phonography.

TYPEWRITING.

The course given in Typewriting embraces the thorough knowledge of the machine; how to clean and keep it in perfect order, and how to use it in such a way as

to keep it from wearing out. The pupils typewrite from dictation, copying and transcribing their shorthand notes. The forms of letter writing taught, are: Letters, accounts, law documents, lectures, etc. Particular attention is also given to orthography, punctuation, and the correct formation of sentences.

TEXT BOOK.

Barnes' Complete Remington Instructor.

TELEGRAPHY.

MRS. HUDSON.

The School of Telegraphy offers one of the most practical and inviting fields in all of the industrial departments.

Superior advantages are offered for a complete education in this line. The office is thoroughly equipped with Bunnell' latest improved main line instruments, keys, relay and sounders. It has practice keys, short lines, and connections with the railway station and Western Union Telegraph Office, thus making it an actual telegraph office, transmitting and receiving messages daily. Pupils, are, of course, taught to receive by sound.

In learning Telegraphy, practice is the main thing to be considered. The office is open at all times for pupils who wish to practice after school hours. The course comprises a thorough knowledge of Morse, sending and receiving, also the entire system of bookkeeping, ledger, check report, and account current, as used in the regular telegraph offices.

The entire course, by diligence, can be completed in one session, though with the required literary work, we consider it a two years' course. Certificates are awarded for ability to receive twenty-five words a minute.

PLAIN SEWING AND DRESSMAKING.

MISS BURKE.

MISS SANDERS.

MISS WADE.

MISS BIBB.

This department offers facilities for acquiring a correct and practical knowledge of the entire art of plain sewing and dressmaking.

Each division of the department has two teachers. Individual instruction in all parts of the work has proved to be the only correct and satisfactory method of teaching. In this way no pupil is kept back by class work, but is advanced as rapidly as her ability or the regularity of her attendance warrants.

In the department of plain sewing the instruction begins with practice in scraps; when the pupil has learned the use of needle and thimble some simple garment is begun.

She is taught to cut the material, to put different parts together, baste and stitch, measure, hem or gather, and put in bands, etc. She is also taught fancy work of various kinds.

When the pupil has completed this course of instruction she enters the Dressmaking class, where she is thoroughly drilled in taking measures, and learns to cut all kinds of garments to actual measure by the S. T. Taylor

System. The pupil is taught to baste and stitch the outside and lining, to press, finish and bind seams, to make, trim and finish sleeves and waist, and to bind, interline and hang the skirt; in fact, to finish the entire costume.

In addition to the regular dressmaking course, a special course of Ladies' Tailoring is taught. Pupils (except those who belong to the Dressmaking class) are required to furnish their own sewing outfit, needle, thimble, scissors, tape and thread, also material. This class is composed of advanced pupils who are allowed to sew for the public, and receive a reasonable compensation for their work. All contracts for work to be done must be made directly with the teacher, and all money paid for work must pass through her hands.

MILLINERY.

MISS STOUGH.

The importance of this industry will at once be appreciated when it is stated that, of all wage-earning occupations open to woman, and this is one peculiarly within her province, that of the Milliner is the most remunerative, and, at the same time, one of the most fascinating and pleasant.

Like other departments of the school, it demonstrates its practical advantages. Pupils are first taught to make their uniform caps; not a single cap during the past year was made elsewhere. This task off, pupils turn their attention to hat making proper—cutting the frames of bucrum and wire, making them into all shapes,

and covering with velvet and straw, all of which operations are largely mechanical. Then comes the opportunity for the display and development of talent, in the art of designing and trimming, to which course there is no limit.

SCIENTIFIC COOKING.

MISS EVANS.

The Cooking Department is completely furnished with a modern outfit.

The method taught is a most practical one, comprising a thorough classification and chemical analysis of food products.

The work being done by the pupils under the direction of the teacher, not only gives them experience in cooking, but also teaches them the other household arts.

Occasionally a selected class gives a luncheon, dinner, or "tea" to invited guests, which thus affords them the opportunity of demonstrating the art of serving as well as of preparing dainty dishes.

MUSIC.

MISS BOARDMAN.

MISS BUSH.

*MISS WILSON.

MISS DALE.

MISS SAMPEY.

The school of Music has for its object the foundation and the diffusion of a high musical education which, based on the study of the classic masters, embraces whatever is good in modern art.

*Has leave of absence for one year.

The candidate for graduation is required to have passed her Sophomore examinations in the literary schools, to have a fair knowledge of harmony and history of music, and to perform in a creditable manner selections from Bach, Beethoven, Chopin, Schumann.

Recitals are given once a month for the benefit of students.

COURSE OF STUDY—PIANO.

GRADE I.—Primary Technics; Loeschorn's Studies, op. 84; Kohler's Studies, op. 190; Duvernoy's Exercises; Studies by Burgmuller; Easy Pieces by Lichner, Lange, Spindler, Krause, Kuhlau, Reinecke.

GRADE II.—Scale and Arpeggio Studies; Etudes by Kohler, Loeschorn, Doring, Lemoine; Pieces by Gurlitt, Reinecke and others; Sonatinas by Clementi, Kuhlau.

GRADE III.—Czerny's Velocity Studies; Heller's Studies, op. 45, 46 and 47; Loeschorn's Studies, op. 66; Bach's Easy Inventions and Preludes; Sonatas by Haydn; Pieces by Reinecke, Gurlitt, Scharwenka.

GRADE IV.—Czerny's Velocity Studies; Czerny's Octave Studies; Cramer's Studies; Bach's Inventions and Preludes; Sonatas by Haydn, Mozart, Beethoven; pieces by Jensen, Moszkowski, Chopin's Waltzes, Mendelssohn's Songs Without Words; Tausig's Daily Exercises.

GRADE V.—Cramer's Etudes; Clementi's Gradus Ad Parnassum; Bach's Preludes and Fugues; Chopin's Waltzes, Nocturnes, Impromptus; Mendelssohn's Songs

Without Words; more difficult Sonatas by Beethoven; Pieces by Raff, Scharwenka, Paderewski, Rubinstein, Leschetitzky, Moszkowski, Dvorak.

GRADE VI.—Tausig's Daily Studies; Bach's Well Tempered Clavichord; Etudes by Chopin; Ballades and Polonaises by Chopin; Concertos by Mozart, Mendelssohn, Beethoven; Pieces by Rubinstein, Schubert, Liszt, Grieg, Schumann.

VOICE CULTURE.

MRS. CHASE.

GRADE I.—Lessons in breathing and tone placing; articulation, enunciation and proper position while singing; sustained tones, scales and arpeggios; solfeggios and vocalises from Concone; little songs from the best German, English and American song writers.

GRADE II.—Studies in rhythm, phrasing, etc.; exercises for greater fluency and facility; vocalises of Marchesi and Sieber; songs by Lassen, Hiller, Meyer-Helmund, Chadwich, Foote, and others.

GRADE III.—Vocalises and solfeggios of Bordogni and Nava; more difficult songs from Schumann, Schubert, Mendelssohn, Franz, Rubinstein, Grieg, Massenet, and others.

GRADE IV.—Study of the Oratorios, Handel's "Messiah," Mendelssohn's "Elijah" and "St. Paul," Haydn's "Creation," Gounod's "Redemption," Bach's "Passion Music," etc.; arias from German, French and Italian

Operas of Wagner, Mozart, Weber, Verdi, Gounod, Mascagni.

A new and special feature of this department is the sight singing. Great emphasis is placed upon the necessity of a thorough knowledge of the keys and signatures, this being the foundation of sight reading. Blackboard exercises and charts are used, together with instruction books and songs, selected from the best authorities in this work. Songs in unison, and in two, three and four parts, are taught.

The fee in this department is \$2.00; no charge for sight singing.

STRINGED INSTRUMENTS.

MISS SAMPEY.

Lessons are given on the Violin, Guitar and Mandolin.

THE SCHOOL OF DRAWING AND PAINTING.

MISS M. S. PINKSTON.

In this department a knowledge of the following branches of Art can be gained: Drawing in charcoal from the object and life, simple designing, oil, water color, tapestry, and china painting. All work is done from the object, cast, nature, and life, no copying allowed except in tapestry and china painting.

To secure a certificate in Art, a student is required to have a thorough knowledge of drawing, to be able to make first-class, well-finished drawings in charcoal from

the cast and life, to understand drawing from nature, and to paint in oil from life and still life.

The department is divided into five courses, as follows:

FIRST COURSE—Charcoal drawing from the cast and other objects.

SECOND COURSE—Painting in oil, water color or pastel from nature and still life.

THIRD COURSE—Painting from life (the human figure) in oil, water color or pastel.

FOURTH COURSE—Simple designing, which is divided into four elements. (1) Lines and geometrical forms; (2) flower forms; (3) objects of use; and, (4) the animal and human form. These different heads are woven into patterns and working designs for use.

FIFTH COURSE—China painting. To secure a certificate in this department a pupil must have a good knowledge of drawing, learn the painting of china in all of its branches, and know how to manage and fire the kiln.

Certificates will be granted for each course when satisfactorily finished.



ANDERSON
STUDIO

PRESIDENT'S HOME.

General Information.

LOCATION.

THE ALABAMA GIRLS' INDUSTRIAL SCHOOL, for white girls, was located at Montevallo, Shelby County, on the first of January, 1896.

Montevallo is situated on the Southern Railway and in the geographical center of the State. It is a pretty and picturesque village. Beautiful scenery abounds in and around the town. The bold, gushing springs which burst from the mountain sides, and the pure mountain air, render it a veritable health resort.

The citizens are zealous to promote and advance its welfare, and they take great interest in the comfort of the many girls who come here to seek an education.

ESTABLISHMENT AND PURPOSE.

The purpose and aim of this school is set forth in the new Charter, which is here published in full.

INCORPORATED. NAME. RIGHTS.

SECTION 1. Be it enacted by the General Assembly of Alabama that The Alabama Girls' Industrial School, heretofore established at Montevallo, is hereby declared to be a body corporate under the corporate name of "Alabama Girls' Industrial School," and by that name may sue and be sued, contract, take and hold real estate and personal property, and have all the powers of a corpora-

TRUSTEES.

tion established to carry on a State educational institution of the highest grade and rank.

SEC. 2. That said corporation and school shall be governed and controlled by the Trustees now in office till their several terms shall expire, when successors shall be appointed by the Governor, by and with the advice and consent of the Senate, who shall each hold office for the term of six years, and until their successors are elected and qualified. Should any Trustee die or resign the Governor shall appoint a Trustee for the unexpired term.

PURPOSES.

SEC. 3. That said school is established for the purpose of giving therein instruction in the liberal arts and sciences; English language and literature, the science and art of teaching as a profession; music, drawing, painting, decorative art, botany, horticulture, floriculture, scientific dairying, cooking, sewing, dressmaking, millinery, bookkeeping, stenography, typewriting, telegraphy and any and every other branch of human knowledge or industry by which women may live.

POWERS.

SEC. 4. That the trustees of said school, by and with the advice and consent of the President and Faculty, shall have the power to confer regular and honorary degrees upon such persons as they may deem worthy thereof, and to grant and confer degrees, diplomas or certificates of proficiency or distinction upon such students as

may be entitled thereto under the laws established by the Trustees governing this subject.

PRESIDENT.

SEC. 5. That the Trustees shall elect a President for a term to be fixed by them, who shall not be removed during the term for which he is elected except for just cause, which shall be explicitly set forth in writing in the minutes of the proceedings of the Trustees and approved by a majority of all the Trustees. No person shall be eligible to the office of President unless he is a graduate of some college or university of well-known high standing, an educator by profession, of good moral character, and possessing good business and administrative qualifications, and, if a man, must be a married man. The Trustees shall fix the salary of the President before electing a person to the office, and shall not decrease the amount thereof during the term of office without the consent of the President.

DEPARTMENTS AND TEACHERS.

SEC. 6. The Trustees shall establish such chairs or departments in said school as they deem necessary and proper, and fix the salary or compensation to be paid to the teachers or instructors therein, and, upon the nomination of the President, may elect all the teachers or instructors. Whenever a nomination is rejected by the Trustees, the President shall not nominate the person rejected again within one year. Should the President fail or refuse to nominate, the Trustees shall have the power to elect such teachers or instructors as they deem necessary or proper.

SECRETARY.

SEC. 7. The Trustees shall elect a Secretary, who shall hold his office for the term and receive such compensation as may be fixed by the Trustees, and shall perform such services as may be required of him.

TREASURER.

SEC. 8. The Trustees shall elect a Treasurer, who shall receive, hold and pay out all moneys belonging to said school or that may be paid in for the necessary expenses of any student in said school, or for her use and benefit; and the Treasurer shall hold his office for the term and receive such compensation as may be fixed by the Trustees. Before entering upon his duties, the Treasurer must give bond in such penalty as the Trustees may fix, payable to The Alabama Girls' Industrial School, with conditions that he faithfully receive, safely keep and lawfully pay out and promptly, fully and fairly account for all moneys or choses in action which may come to him by virtue of his office, and the Trustees shall have the power to require a new bond or an additional bond whenever they judge that the interest of the school requires it; and shall, whenever the funds in the hands of the Treasurer, or about to be received by him, are in danger of being lost, remove the Treasurer from office and take from him all funds and choses in action belonging to said school or any pupil therein, and may in that event appoint a temporary custodian with bond or security to hold such funds.

ACCOUNTS.

SEC. 9. The Secretary, Treasurer and all other officers, agents or servants of the school who are required to keep, use or dispose of any property supplies of the school, shall keep account of their transactions in books to be furnished by the Trustees, which shall at all times be open to the inspection and examination of the President, the Trustees or any one appointed by the Trustees thereto, and any person withholding any book or books belonging to said school from the inspection of any officer entitled to examine the same, shall be guilty of a misdemeanor, and shall be immediately removed from his office or employment by the President or Trustees.

PUPILS ADMITTED.

SEC. 10. That any white girl residing in Alabama of good moral character, in good health and of sufficient physical and mental development, to be judged of by the President, and over the age of fifteen years, who shall comply with all the requirements prescribed by the Trustees, may be admitted into said school, and upon completing the course of study prescribed at the time of her admission to the satisfaction of the faculty, shall receive the degree and diploma or certificate she may have earned. Whenever the accommodations of the school are sufficient to admit more students than apply from Alabama, then students from other States, Territories or foreign countries may be received and instructed in said school upon such terms and conditions as may be imposed by the Trustees.

EXEMPTION FROM TAXATION.

SEC. 11. That the property of said school of every kind and description shall forever be exempt from all taxes, municipal, county or State, and from all local assessments. The President and all other teachers and officers, who may be men, are exempt from jury duty and from working public roads or streets; and the salary, compensation or wages of all officers, teachers and servants of said school shall be exempt from the process of attachment or garnishment.

FREE STUDENTS.

SEC. 12. That the Trustees of said school shall have the right to appoint one student from each Congressional district, possessing the qualifications hereinbefore prescribed, who shall be boarded and instructed in said school free of all charge for board, washing, lights, books or incidental fees, but a student shall not be eligible for appointment for more than four years.

DUTIES OF STUDENTS.

SEC. 13. That as far as may be practicable students in said school shall be employed in giving assistance in any department or work of said school to enable them to obtain instruction therein, but students shall be employed only in cases and to the extent that they may be able to render efficient service without injury to themselves or to the school,

RIGHTS CONFIRMED, ETC.

SEC. 14. That all rights of property or action which may have accrued to said school before the approval of this charter are hereby confirmed and preserved, and no grant or gift of any valuable thing or right shall fail by reason of a mistake in the name of this corporation or school; provided the intention to grant or give to this school may be derived from the words used in designating the beneficiary or grantee. That all powers, rights and remedies granted in and by the act to create and establish an industrial school in the State of Alabama for white girls, approved February 21, 1893, and in any act amendatory thereof, are hereby confirmed and preserved.

INSTRUCTION FREE.

SEC. 15. That instruction in said school shall be given without charge to all pupils admitted who are residents of this State; whenever there are more applicants for admission into said school on or before the 1st day of August in any year than can be received, the pupils admitted shall be apportioned to every county, according to the population thereof, as shown by the last census.

Approved March 4, 1901.

The school enjoys the honor of being the first of the kind ever established in Alabama for girls. Our State has never entered upon a grander, nobler work than this. The school is intended to train young women for certain lines of work, thus preparing them to cope with the world, should they ever be thrown upon their own resources. The literary department is especially thorough, and no pupil is permitted to enter advanced classes when she is deficient in the elementary branches. A great building cannot be erected upon an imperfect foundation. No effort has yet been made, nor do we think it wise, to endeavor to establish a standard that is too high for the average girl to reach. The scope of training received is broad, and as fast as the financial conditions admit it is constantly being broadened and extended.

First, it embraces a first-class and thorough literary education. *This we consider indispensable in any condition in life.* The following industrial branches are taught:

Telegraphy, Bookkeeping, Typewriting, Stenography, Dressmaking and Fancy Needle Work, Millinery, Scientific Cooking, Art in all its branches, Instrumental and Vocal Music. Full information as to the workings of these different schools can be had in the Catalogue under the caption of these departments.

ADMISSION OF STUDENTS.

Each county in the State is entitled to its quota of pupils according to the number of educable white girls in that county. Thus far it has been possible to admit every applicant meeting required conditions. There

were representatives during the session of 1900-1901 from fifty counties. It is very desirable that every county in the State should be represented. The age of admission is fifteen.

Parties desiring to enter the School should apply for Catalogue.

With the Catalogue will be sent two application blanks.

Important—Remember that pupils of last season, who expected to return, must make formal application, as if they were new pupils. To insure holding your place, you must make the application by filling out the blanks and mailing to the President.

No pupils admitted for less term than the whole session, or such part of it as remains after the date of entrance.

HOW TO REACH MONTEVALLO.

Montevallo is on the Southern Railway, in direct connection with Mobile, Selma and Birmingham. The Louisville and Nashville road crosses the Southern at Calera, seven miles northeast of Montevallo, and the Mobile and Ohio, at Maplesville, twenty-three miles southwest.

The President will be pleased to answer directly any inquiries as to routes and schedules.

COST OF ATTENDANCE FOR THE ENTIRE SESSION.

The cost of the entire session for the regular course, which includes Literary Course and Industrials (except Music and Art,) Matriculation Fee, Medical Fee, Board,

Laundry, Lights and Fuel, is \$99.55, payable in advance, or on the following terms:

| | |
|------------------------------|---------|
| On Entrance, Sept. 19th..... | \$30 00 |
| On Nov. 15th | 30 00 |
| On Jan. 1st | 25 00 |
| On Feb. 15th | 14 55 |

Total\$99 55

This amount includes the following charges:

| | |
|---|---------|
| Eight Months' Board at \$10 00 per month. | \$80 00 |
| Thirty-three Weeks' Laundry at 35c a week | 11 55 |
| Matriculation Fee | 5 00 |
| Medical Fee | 3 00 |

Total\$99 55

In addition to the above the following extras will be charged for, payable monthly in advance:

| | |
|---------------------------|---------|
| Instrumental Music | \$ 4 00 |
| Violin | 4 00 |
| Mandolin and Guitar | 2 00 |
| Vocal Music | 2 00 |
| Art | 2 00 |
| Elocution | 1 00 |

The following are free:

Physical Culture, Dressmaking, Stenography and Typewriting, Bookkeeping, Penmanship, Telegraphy, Scientific Cooking, Millinery, Freehand Drawing, Sight Singing.

No pupil is admitted to classes until the payment required has been made, or satisfactorily provided for.

All contracts are made for the session. Matriculation and Medical Fees will in no case be refunded.

No money will be refunded to pupils leaving before close of the session, except in case of sickness, or for good cause shown.

TEXT BOOKS.

Text books and school supplies will be kept in the Book Room, and sold to the pupils at cost. Cash must be paid for these supplies.

REMITTANCES.

Remit by New York exchange whenever possible, otherwise by postoffice or express money orders. When sending checks on private banks, always make them with cost of exchange. Make all checks or orders payable to F. M. Peterson, President.

EXAMINATIONS.

Tests, in writing, are required of all who apply for admission to the different classes in the Literary Department. New students are requested to be present for examination Tuesday, Sept. 17th, 1901. Written examinations are conducted at the end of each term. A pupil receiving an average grade of 70 is graded "fair"; from 80 to 90 "good"; from 90 to 100 "excellent." One who fails to make 70 is not considered qualified to pass to a higher class.

BOARDING ARRANGEMENTS.

The addition to the Dormitory, provided for by the last Legislature, will be ready by the opening of the school. The majority of girls will be accommodated in

the Dormitory; assignment of rooms will be made according to date of application. Arrangements will be made to board about one hundred in private families, living just outside the campus. All pupils, whether in the Dormitory or in private families, are subject to the laws and rules of the school. Pupils are not allowed to change their boarding places without the consent of the President.

A monitor is appointed for each boarding house every month whose duty it will be to report all violations of the rules, and misconduct of any kind.

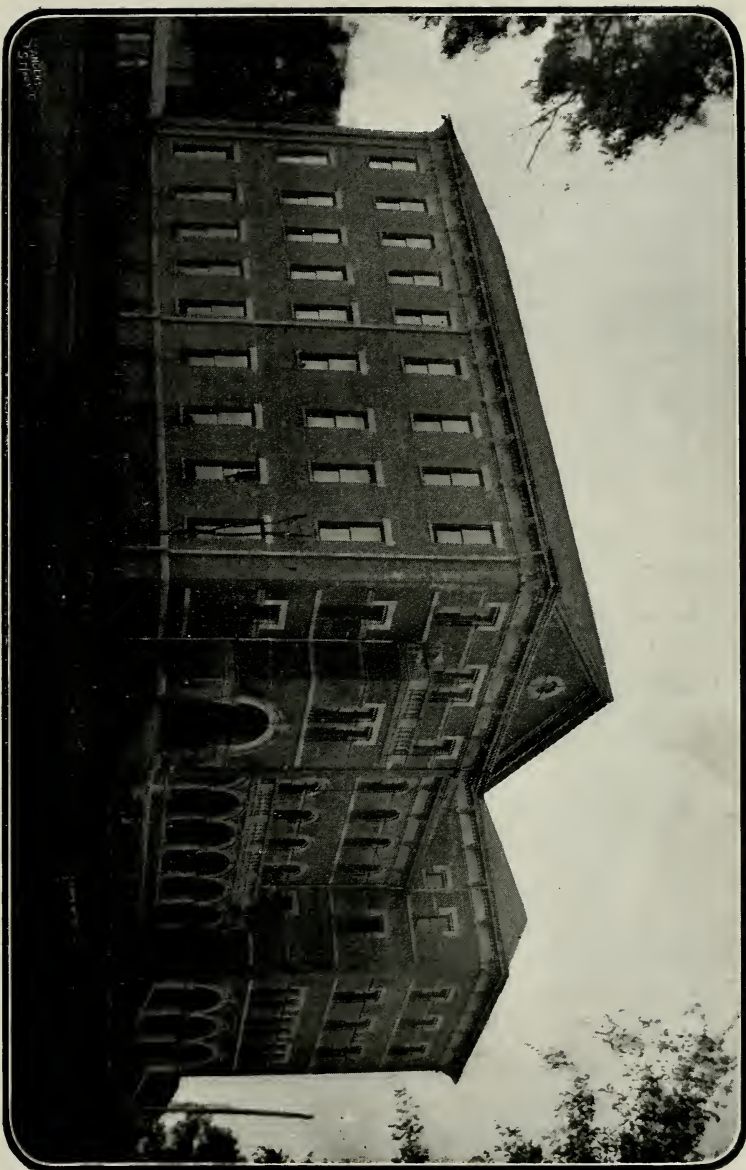
Study hours begin at 7 o'clock p. m. and last until 9:30 p. m. At 10 o'clock all lights must be out. This rule applies to both Dormitory and private houses.

Each student must furnish and bring with her:

- 1 pair of sheets.
- 1 pair of blankets.
- 1 pair pillow cases.
- 1 bedspread or comfort.
- 6 towels and 2 clothes bags.
- 1 pillow.

Every article intended to go in the laundry must be marked *plainly* with the *owner's name in full*, and with the best indelible ink. This is important. One and a quarter dozen pieces are washed weekly for pupils in the winter and one and a half dozen pieces in the spring and summer.

Each pupil is expected and required to keep her room in order, whether in the Dormitory or at a private house.



DORMITORY.

UNIFORMS.

The uniform dress is a navy blue Henrietta or Serge. There being so many shades of this goods, it is especially desired that the goods be uniform in quality and color; therefore the goods should be purchased here, and made in the dressmaking department. All necessary material is kept in the dressmaking department under the immediate charge of Miss Burke. Only one quality of the goods is kept, which sells at about fifty cents a yard. The dress can be made in the dressmaking department by the pupil, if she has had any experience, otherwise she can have it made by the advanced classes at a cost of \$1.50.

The uniform hat is the Oxford cap, made of the dress material, trimmed with black cord and tassel.

Local pupils, whose boarding arrangements are not controlled by the school, will be charged a fee of \$10.00 for the session. This covers matriculation fee, and is payable in advance.

LIBRARY.

Our library is in its infancy. A reading room will be provided the coming session, furnished with newspapers and magazines. Our friends are earnestly requested to co-operate with us in the establishment of a suitable library, and thus aid in the cultivation of the habit of reading.

LIBRARY COLLECTION.

The following donations are hereby acknowledged:

Four hundred volumes: Loan Collection of the Montevillo Studiosis.

“Appleton’s Encyclopedia,” “Holy Bible,” Hon. Sol. D. Bloch.

“Colonial Mobile,” “Rambles in Historic Lands,” P. J. Hamilton.

“Prince Eugenie and His Times,” “Joseph II. and His Court,” L. DeV. Chaudron.

“Father Ryan’s Poems,” John F. Powers.

“Cradle of the Confederacy,” Mrs. Joseph Hodgson.

“Nave’s Topical Bible,” Mr. and Mrs. T. P. Abernathy.

Tales from McClure :

(1) ‘The West,’ (2) “Romance,” (3) “Adventure,” “Rab and His Friends,” “Robert Browning’s Poems,” bequest of Augusta Hendrix.

“Bibliography of Alabama,” Thos. M. Owen.

“History of Reformation,” Geo. G. Gilliard.

“Handbook of Alabama,” Safford Berney.

“Geological Surveys,” Dr. E. A. Smith.

“Little Women,” “Little Men,” “Rose in Bloom,” “Eight Cousins,” “Lawrence’s Adventures,” “Too Rich,” “Thaddeus of Warsaw,” “Ungava,” Mrs. S. E. Nabers.

“John Gildart,” Mrs. M. E. Henry Ruffin.

“The Origin and Growth of the English Constitution,” 2 vol., Hannis Taylor.

“The Red Cross,” Mrs. J. P. Furness.

“Judith, the Daughter of Judas,” “In Memoriam Margaret E. O’Brien Davis,” Mr. and Mrs. Frank O’Brien.

“Report of Commissioner of Education,” Vols. I and II, 1897-98.”

“Senate Journal, 1892-93,” Sol. D. Bloch.

“White and Black Under the Old Regime,” Victoria V. Clayton.

Contributions of magazines and books are respectfully requested.

Y. W. C. A.

There is a flourishing Young Women's Christian Association connected with the school. Two religious services are held each week. A number of Bible classes are organized, and earnest efforts are made to enlist all in the study of the Scriptures, and in the development of Christian character.

OFFICERS FOR 1901-1902.

Miss Lena P. Peterson, President.

Miss Shelby Carson Garrett, Vice-President.

Miss Mamie Ross Pinkston, Treasurer.

Miss Tettie Jane Henley, Recording Secretary.

Miss Nannie Shivers, Corresponding Secretary.

DISCIPLINE.

We seek the highest good of our pupils, and so we insist upon prompt and respectful obedience to all in authority. The end sought in discipline is self-control. The law of the school is the law of kindness, of love; and we prefer to have our pupils will themselves to be obedient, rather than to enforce obedience by punishment and demerit.

Reports of progress and deportment are made bi-monthly.

GENERAL REGULATIONS.

The State does not desire to extend the privileges and advantages of this Institution to pupils who do not in-

tend to remain during the entire Session. The charges are so low that almost any one can take advantage of them, and take the full session's course.

Leave of absence can only be given on written consent of the parents or guardian, addressed to the President direct, and only on most urgent and important occasions. The sanction and consent of the President must then be obtained. The President reserves the right to refuse these requests should he deem it best for the interest of all concerned.

The absence of a girl from her class, even for a day, has a very demoralizing effect, and throws the other students behind in their studies, and is a heavy tax on the teacher. The co-operation of the parents and guardians is earnestly requested in regard to this important matter.

Should you have any grounds of complaint, write frankly to the President, a personal letter, and much trouble and annoyance can thus be avoided on both sides. Bear in mind, children often become homesick and write without restriction. Due allowance should be made for their immaturity and inexperience. Their welfare is the subject of our constant attention.

There is little necessity for pocket money, except for articles needed for actual use, and parents should inquire for what purposes money is wanted.

It will also be well for them to require an itemized account of all money spent by their children; it makes them more systematic, and teaches them lessons of economy.

Religious services are held every morning in the

Chapel, at which the Faculty and pupils are required to be present.

All pupils are required to attend Sunday School, and the church of their choice once every Sunday.

There are four Protestant churches, viz: Methodist, Baptist, Presbyterian and Episcopal.

Each pupil must provide herself with a ladies' mackintosh or gossamer, a pair of rubbers and an umbrella. These articles can be purchased here at reasonable prices, after pupil arrives.

Pupils are positively prohibited from making accounts at stores in town. Merchants and parents are requested to co-operate with the institution in the enforcement of this rule.

Commencement Exercises.

PROGRAMME.

Sunday, May 12, 11:00 A. M.

COMMENCEMENT SERMON.

REV. J. H. MCCOY, HUNTSVILLE, ALA.

Sunday Afternoon, 4:00 P. M.,

ADDRESS BEFORE Y. W. C. A.,

COL. SAM'L. WILL JOHN, BIRMINGHAM, ALA.

Monday, May 13, 8:00 to 10:00 A. M., and 3:00 to 5:00 P. M.

EXHIBITION OF INDUSTRIAL DEPARTMENTS.

Monday, May 13, 10:00 A. M.,

ADDRESS BEFORE INDUSTRIAL DEPARTMENTS.

HON. A. A. KINCANNON, COLUMBUS, MISS.

DELIVERY OF CERTIFICATES TO GRADUATES IN INDUSTRIAL DEPARTMENTS.

Tuesday, May 14, 9:00 A. M.

BACCALAUREATE ADDRESS.

HON. PHARES COLEMAN, MONTGOMERY, ALA.

DELIVERY OF CERTIFICATES TO GRADUATES IN LITERARY AND NORMAL

DEPARTMENTS.

ANNOUNCEMENTS.

ADDENDÄ.

Speech delivered by Hon. A. A. Kincannon, President of the Mississippi Industrial Institute and College.

Mr. President, Young Ladies of the Alabama

Girls' Industrial School, Ladies and Gentlemen:

In the thrilling introduction to Mr. James Lane Allen's "The Reign of Law," in his description of hemp culture, there is a very vivid portrayal of the exultance the sower feels, when, in the wild March weather, he flings the seed into the soft brown earth. His heart swells as he thinks of the result of the sowing. He knows that all the powers and forces of nature, however mighty they be, will minister to the germination and growth of the little seeds and co-operate with him in his toil. He knows that the sunlight will clasp them with golden arms; the dews will kiss them with silver lips, and the winds will blow wooingly above them, until the life held in their dark clasp will spirit-like break from its prison, and embody itself in the growing plant. He knows that the fervid heat of summer, the swirl of the rain, the mighty swing of the earth through her orbit, the very storms rending "the mad naked summer nights with the few large stars," the autumn showers with their spectral mists, will develop the plant, mature it, strengthen its fibers, until at last they are fit to be woven into the linen that shall clothe the human form, and twisted into the strong cordage that shall hold the sails, when the ship strains through billow and storm

to its port and carries the freights of men to all the islands of the seas. As he thinks of these results, Mr. Allen says, exultance and joy fill his heart, and he flings the dark discs with glad and rythmic hands. Much the same feeling fills the heart of the speaker when he addresses an audience like this. Only the exultance is mingled with reverent fear and a sense of deep responsibility. For the speaker is sowing not mere material seed, whose product is certain, but eternal ideas, whose results he cannot wholly foretell, and he sows not in the dumb brute soil of earth, but in human hearts. Each idea that the speaker advances is a seed that may waken into a deed, and be potent for shaping a life's conduct on earth, and a soul's destiny throughout eternity. Do you wonder, then, my young friends, that I feel a mingled fear and pleasure, as I stand here to-day to address you upon the threshold of your lives, and endeavor to sow intellectual seed which I hope will bring forth good grain, and be co-operative with the plan that God has mapped out for the government of the universe and the development of man's destiny? When I was invited by my esteemed friend, your distinguished President, to make this address, I was most concerned with what subject I could choose that would put forth this result. Of course, I know that a speech is not a sermon, but it should be helpful and productive of good, otherwise it should not be made. I have concluded that the subject best adapted for such a time and such an audience is "The American Woman as a Toiler."

Max O'Rell, the most gifted and the most critical occupant of the French platform, recently said to a party

of distinguished gentlemen in a prominent Southern city, that if he could be born again he would unhesitatingly be born an American woman. The reason assigned for this singular, but apparently sincere expression, was that the American woman is more honored and has wider opportunities than any other individual in the civilized world.

Mr. Brice, the great English writer and teacher, in reporting his observations upon the institutions of the United States, remarks that the American woman may find it necessary to take a greater number of steps in the march of progress than the American man, but she keeps up. He further remarks that the "American Working Woman" is universally respected and admired. He then institutes a comparison between American and European women, which results in a conclusion favorable to the former. Both of these men are critics, whose right to criticise is universally recognized, because they speak by intellectual authority. Like all thoughtful students of history, they gauge a people by the virtue and intelligence of its womanhood.

If we should seek the causes which have produced the American woman in her present mental and moral virility, the search would not end with a study of the characteristics of our colonial dames. The forces which have culminated in that matchless combination of strength and grace, known as the American woman, were actively at work long before Plymouth Rock became the Pilgrim's altar, or the Virginia settler won his wife without wooing, by means of the tobacco plant. These forces antedate these historic incidents by many generations.

All of the centuries which have gone have contributed to the development of the American woman, and as she stands in the red dawn of the Twentieth century she is at once both the product and the heir of all the centuries. Pleasing as would be the task of discussing, *in extenso*, the conditions out of which the American woman has been evolved, neither assignment of subject nor allotment of time on this occasion would warrant the effort to do so. If I were asked to name the cause which has contributed most toward the development of the American woman I would immediately answer, the necessity and the right of her ancestry to work.

Since leaving the Garden of Eden, the daughter of Eve has been forced to earn her bread in the sweat of her face just as has the son of Adam. In all ages she has toiled for herself and for others. With savage races she has been the drudge and burden bearer; while with civilized people, unfortunately for the world, she has not always been man's equal as a toiler.

The careful student of social phenomena observes that nations become great and powerful in the same ratio as their women are developed. The converse of this proposition is true. Olive Schreiner, in a recent article on "The Woman Question," uses the following forceful language: "In ancient Greece, in its superb and vigorous youth, its womanhood was richly and heavily endowed with duties and occupations. Not the mass of the women alone, but the King's wife and the Prince's daughter do we find going to the well to bear water, cleansing the household linen in the streams, feeding and doctoring their households, manufacturing the clothing for

their race, and performing even a share of highest social functions as priestesses and prophetesses. It was from such mothers as these that sprang that race of heroes, thinkers and artists who laid the foundations of Grecian greatness. These women underlay their society as the solid and deeply buried foundations underlay the more visible and ornate portions of a great temple; making its structure and persistence possible. In Rome, in the days of her virtue and vigor, the Roman matron labored mightily and bore on her shoulders her full half of the social burden, though her sphere of labor and influence was ever somewhat smaller than that of her Teutonic sisterhood, whose descendants were finally to supplant her own.

“From the vestal virgin to the matron, the Roman woman in the days of the nation’s health and growth, fulfilled lofty functions and bore the whole weight of the domestic toil.

“Among the Jews in the days of their health and growth we find their women bearing the major weight of agricultural and domestic toil—full always of labor and care—from Rachael, whom Jacob met and loved as she watered her father’s flocks, to Ruth, the ancestress of a line of Kings and heroes, whom her Boaz first noted laboring in the harvest fields; from Sarah, kneading and baking cakes for Abraham’s prophetic visitors, to Miriam, herself prophetess and singer, and Deborah, who, judging Israel beneath her palm tree, gave rest to her land for forty years.”

Other illustrations could be given, but these suffice to establish the fact that the Greeks, the Romans and

the Jews achieved national vigor through the impelling forces of their women. As soon as they circumscribed the sphere of their women decay immediately followed. If, then, labor for women is essential to national growth, is it not wise to give women the widest possible opportunities? Why should they be restricted to any given field which, perchance, may be overcrowded? If woman possesses capabilities which may convert her into a producer, why deprive society of the wealth she might create? If she can be utilized to advantage in the industrial and business world, why require her to sit supinely in the domestic circle where all her talent and time may not be needed? If necessity forces her beyond the confine of social conventionalities, why not make a virtue of necessity and fit her for a broader and better service? It is cause for rejoicing that American women have already come into possession of privileges which in many countries are accorded only to men.

While no accurate record has been kept as to the industrial development of American women until within the last sixty years, there is abundant evidence that she has always been a very busy woman. A gifted writer has compiled the following very interesting account of women as professional workers:

"In the various trades and professions the progress which the sex has made during the last fifty years is most pronounced. At the present time there are nearly 4,000,000 women employed in gainful occupations throughout the United States, whereas in 1870 there were only 1,836,288 so employed, or less than half as many. Going still further back, there were not more

than 500,000 women in the United States who would be classed as bread-winners in 1850.

"In the above year there was only one profession open to the fair sex, viz.: that of school teaching. Even the enjoyment of this professional privilege was restricted in a large measure to New England, and throughout the balance of the country it was a rare sight, indeed, to witness of a woman engaged in teaching 'the young idea how to shoot.' Of course, about the home circle she was something of a preceptress, but it very seldom happened that either fate or inclination forced her to assume the arduous role of school teacher. What a marvelous change has taken place in that time in the status of the fair sex. To-day there are 260,000 female school teachers in the United States, constituting a vast intellectual army. In 1870 there were only 84,047 school teachers among the fair sex, while in 1850 there were barely more than 15,000 or 20,000. From the records of the Census Bureau the following table, showing the progress made by the sex between the years 1870 and 1890 is obtained:

| | 1870. | 1890. |
|--|-------|--------|
| Architects | 1 | 22 |
| Artists and teachers of art..... | 412 | 10,815 |
| Authors, literary and scientific persons | 159 | 2,725 |
| Chemists, assayists and metallurgists | 0 | 39 |
| Dentists | 24 | 337 |
| Designers, draughtsmen, inventors. | 13 | 305 |
| Engineers (civil, mech., elec., (min.) | 0 | 133 |
| Journalists | 35 | 888 |
| Musicians and teachers of music.... | 5,735 | 34,519 |
| Officials (government)..... | 414 | 4,875 |

| | | |
|------------------------------------|--------|---------|
| Physicians and surgeons | 527 | 4,557 |
| Professors and teachers | 84,047 | 245,066 |
| Theatrical managers, showmen, etc. | 100 | 634 |
| Veterinary surgeons | 8 | 479 |
| Other professional service | 8 | 479 |
| <hr/> | | <hr/> |
| Total | 92,257 | 311,687 |

It is safe to predict that the census of 1900, which is not yet available, will show a phenomenal increase over these figures. It will be seen from the above table that women are engaged in almost every professional employment. As lawyers, physicians, civil engineers, musicians, actors and authors, they have not only shown their ability to cope with men, but in numerous instances they have risen to the very highest round of the professional ladder."

But what progress has the sex achieved in commercial and industrial lines? This question is easily answered. In 1870 there were 19,228 women in the United States who earned their living as stenographers, clerks, bookkeepers, cashiers, telegraph operators and so forth; but to-day, through such development of modern progress as the telephone and typewriter, there are no less than 250,000 women employed in the various departments of trade and commerce. In mechanical and manufacturing pursuits, the progress of the sex is equally manifest. Without multiplying figures there are five times as many women bookbinders to-day as there were in 1870; four times as many boot and shoe makers; and seven times as many employed in box making. Between 1870 and 1890 over 400,000 names were added to the list of milliners in this country. In 1870 there was not a single

woman engaged in the manufacture of lace, according to the census of that year, while in 1890 there were 4,435. In 1890 there were 2,000 women employed in the pottery business, 16,000 in shirt-making establishments, 25,000 in silk manufacturing, and 28,000 in tobacco industries.

Altogether the progress made by women between the years 1870 and 1890 in mechanical and industrial lines shows a marvelous gain. So far as government positions are concerned, there is not a single department of the service in which women are not found except in the army and navy.

From the figures above cited it is evident that the fair sex is yearly becoming more independent and self-sustaining. Nor can it be said that our veneration of the womanhood of the country is less than it was some fifty years ago. On the contrary, it has deepened, if such a thing is possible, with the courageous efforts which the sex has made for its advancement. While there are some faults, of course, in the record of progress which our women have made during the last half century, it is nevertheless as a whole entitled to commendation. It is estimated that fully 75 per cent. of the women employed in business or industrial pursuits received training in industrial schools or as apprentices.

In our beloved section the educational and industrial conditions which surround our young women are certainly of the happiest nature. Foremost in its veneration of womanhood the South has led the van in recognizing woman's property rights and in the establishment of institutions especially designed to broaden the opportunities and usefulness of its young women by training them in the industrial arts.

With a chivalry peculiar to themselves Southerners always respect and generally grant the requests of their women. In response to a demand for higher culture on the part of our girls, in 1882, the Trustees of a Southern University opened wide its doors to the daughters of the South, and invited them to come and sit at the feet of the learned doctors who filled its chairs. The next year, the Agricultural and Mechanical colleges followed this worthy example of that University, and invited the sisters of its students to unite with their brothers in studying scientific agriculture and kindred branches.

The results of these departures from old time lines have been beneficial and gratifying to the South. Eager still to open the gateway to other fields of endeavor, the women of the South demanded separate institutions for the especial benefit of our daughters. In obedience to this wish, and with characteristic grace, in 1884 the Legislature of Mississippi founded the Industrial Institute and College for white girls; an example already followed by Alabama, Georgia, Louisiana, North Carolina, South Carolina, and Texas. These schools have made an indelible impress upon the citizenship of the commonwealth. More than 20,000 students have thus far partaken of advantages thus offered, while the increasing demand for admittance has urged the Boards of Trustees to largely increase their teaching force and dormitory capacity.

In addition to their superior work in fitting teachers for service in the common and graded schools of the State, they are annually sending into various business

and industrial pursuits their complement of well equipped business women who not only adorn, but who elevate the vocations which they enter.

The Industrial Institutes and Colleges have undertaken to correct the popular fallacy that industrial education carries with it no idea of mental culture. This error on the part of many well meaning but misguided people has done much to retard women in their efforts to fit themselves for industrial pursuits. It is entirely apparent that a woman who cannot spell correctly; who cannot properly construct an English sentence; who is not versed in the rudiments of commercial arithmetic; and who is not conversant with business forms, can never succeed as a stenographer and typewriter, although she may acquire phenomenal speed in dictation or copying. Nor can an ignorant man succeed in any business sphere any more than can an ignorant woman. Mental culture is an essential precedent to industrial training. Failing to appreciate this fact, the business world has readily, naturally perhaps, dropped into the error that women as a class cannot achieve success in business lines. Hundreds of young women bearing the stamp of the schools throughout the South are daily refuting this fallacy by meeting the exacting demands of critical business men. In addition to the potent influence for good which these Colleges are exercising by dignifying and ennobling labor among women, they are also exerting a more powerful though subtle and less obvious influence in their far reaching effects upon the homes which they touch. Every girl who remains long enough under the influence of such an institution as to

imbibe the industrial idea will become an uplifting factor in the home in which she is reared, or in which she may exercise the office of wife and mother.

Positive as has been the usefulness of the Industrial Colleges in establishing and emphasizing upon the public mind in our section the industrial feature in woman's education, its possibilities have been limited by peculiar conditions. The South is an agricultural section. Its business interests have been confined to narrow channels. Its people are conservative. The industrial awakening, however, everywhere apparent, is a prophecy of better things for the industrial woman. The world is rapidly learning of our marvelous resources. Our magnificent forests, swayed by the breezes of the Mexican gulf, seem to beckon the capitalist to our midst. The cotton of our rich fields needs only the touch of art to enhance its value and uses a thousandfold. It takes no prophet to see that the South must soon become the leading manufacturing section. The building of textile schools at the Agricultural and Mechanical Colleges of the South will hasten the fortunes of the industrial woman. These schools will quickly demonstrate that cotton is the conquering rival of silk in all of its variegated beauties. Such a demonstration will so quicken the building of factories that every woman who puts her brain into her hands, whether it be to guide a shuttle or design a pattern, will find constant and remunerative employment. The Industrial Colleges covet the task of supplying the demand which will be thus created.

The public school curriculum should be so modified

that our girls, as well as our boys, should receive instruction in some industrial branch. None will gainsay the proposition that all girls in the common schools should be given a thorough course in freehand drawing, even if nothing more in this direction should be undertaken.

As already said, the prime object of educating woman industrially is to make her independent. If a trade is a good thing for a boy why should it not be a good thing for a girl? i. e., why should not a girl be taught some useful occupation which would fit her to cope with any emergency in life?

If Industrial education were universal among women there would be less business in the divorce courts of the country, and the harrowing spectacle of a young woman seeking an incongruous marriage as a refuge against the ills of incompetency, would be rarely witnessed.

A beautiful story is told of Queen Victoria and the Duke of Wellington. The old Duke had called at Victoria's home on some matter of business. Victoria, then an innocent miss of tender years, climbed upon the Duke's knee and caressing him affectionately, as women are wont to do when they have wishes to gratify, asked if he had forgotten that that was her birthday and if he had brought her a present. After teasing her for a few minutes, the Duke drew from his pocket a beautiful *gold thimble* which he presented to her with the injunction that she should learn to sew. Practising this precept, the future Queen of the British Empire became an expert seamstress.

Being as good a wife and mother, as she was a Queen,

she required all of her daughters, not only to cut, fit and make garments, but also to perform other useful domestic duties. The Queen knew full well that fortune is a fickle friend, and as a wise parent she put a weapon into the hands of her daughters which will protect them against any possible poverty. The good Queen's example is commended to any mother who may be skeptical as to the value of industrial training for girls.

It would be manifestly improper to treat this subject from the manual view alone. The woman who acquires independence by mental labor according to the well defined principles of Political Economy is a producer and must be so recognized. All women cannot acquire technical industrial training, but all women who contribute to their own maintenance or that of others, are laborers. Any training which removes woman from the sphere of dependence converts her into an industrial factor.

The woman who writes a book which enlightens the mind and elevates the heart makes a valuable contribution to the sum of human wealth. The woman who composes a song or an air which stimulates the warrior to deeds of daring, or which gives solace to some troubled heart, is a producer of the highest order. The woman who bakes a loaf of wholesome bread, certainly employs as great skill as the man who tills a field of wheat; the woman who sings a lullaby performs a greater service to the State than the orator who sways a listening Senate by the witchery of his eloquence, and she is as much entitled to a wreath of bay as the hero who wins a battle.

Industrial training for women, whether manual or mental, if rightly directed, tends at last towards the

home. Any training which educates woman away from the home is pernicious.

While former restrictions are being removed and woman is having a fair chance in all proper fields of human endeavor, the home must be preserved in its integrity.

There are some tendencies in feminine industrial fields which are dangerous. Opportunity is often mistaken for unbridled license. Unhappily for society, many women, thrown upon their own resources, seek to pass beyond the pale of woman's divinely limited sphere. Such women always hurt and never help any worthy cause. In the unequal contest of life, every good woman who runs the race alone is entitled to and receives the homage of all good men. In this busy world of ours there are limitless positions of usefulness and honor for the well trained woman, but in the social economy there seems to be no place for the superficial or ignorant woman.

Labor dignifies and elevates womankind; but it matters not what training a woman may receive; it matters not what skill a woman may acquire; it matters not how broad a woman's culture may be; she must always conform her life to the Divine Will. Women everywhere should eschew that training which scoffs at the business of home-making, which underrates the domestic virtues. The best training for woman is that which fits her for nature's sphere, for, after all, it is through the home that Nations and Republics become great. In every land where men are great and women are good, the home stands first in the National heart.

Announcements—1901-1902.

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| Entrance Examinations | / | / | | September 17, 1901 |
| Fall Term begins | / | / | / | September 18, 1901 |
| Christmas Holiday | / | / | | December 21-28, 1901 |
| Spring Term begins | / | / | | January 13, 1902 |
| Meeting of Board | / | / | / | May 12, 1902 |
| Commencement | / | / | / | May 11-13, 1902 |

